**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2nd** | | | **Date(s)**: |
| **Unit Title:** A Story to Share | | | **Corresponding Unit Task:** Task 1 - Story Map | | |
| **Essential Question(s):**  **How does asking and answering questions help me to understand key ideas and details while I read?**  **How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Story Map Organizer * Vocabulary Cards * Poster Size Story Map * Story Map Rap * Read Aloud Story for Modeled: “The Heavy Cart”– Scott Foresman * Read Aloud Story for Shared: “Rosa and Blanca” – Scott Foresman * Independent leveled selections for Independent practice (fresh reads) * Teacher Thinking Clouds * Student Thinking Clouds * Audio Text for “Rosa and Blanca” – Scott Foresman * Story Map Rubric * Oral Retell Rubric | | | | **plot**- the actions or events in a story, book, movie, or play  **characters-**a person or thing that is doing the action in the story or has a part in the story  **setting-**a time and or place a story happens  **conflict-**an event or situation that a character has to fix or figure out  **solution-**the answer or way the problem was solved  **story map-** a chart or graphic organizer that is used toidentify story characters, plot, setting, problem and solution  **story mapping-** using a chart or graphic organizer toidentify story characters, plot, setting, problem and solution  **retell-** to tell a story again using key ideas and details with your own choice of words | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Reading**  **Standards:**  RL.2.1 - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **I Can Statement(s):**  I can demonstrate understanding of a text’s characters, setting and plot.  I can answer who, what, when, where, why, and how questions to demonstrate understanding of key details in a text.  **Instructional Plan:**  A pre-assessment using the differentiated fresh reads was done prior to the planning of this lesson. Students read independently and answered questions pertaining to story elements.  I will open the lesson with a discussion that shows students how story mapping can help them in a real life situation. I will discuss how the students became frustrated during their book sharing time due to the time limit. I will describe to them how story mapping is going to help them share their books more effectively.  Next, I will show students an example of a story map. I will briefly discuss each part. Then we will move to the vocabulary word study part. See “Word Study” part below  Modeled (I Work, You Watch):  After we have constructed our vocabulary words and story map anchor chart, I will model the habits of a good reader using the story, “The Heavy Cart”. I will use “thinking clouds” as a visual aid to let the students see my thinking process. Then I will model how to complete the story map by rereading and filling in all the story elements. Next I will model how to orally retell the story using the completed story map.  Shared (We Work Together):  Using the audio for the story, “Rosa and Blanca”, we will listen to the story together. As we listen, we will use our “thinking clouds” to identify the elements or parts for the story map. I will ask students to hold up their “thinking clouds” at the parts in the story where they think a particular story element is represented. After the story comes to an end, we will discuss the story elements we identified. We will go back to the pages where they were found. Then, together we will construct our story map. After the map is complete, I will model again how to orally use the parts to talk about the story. I will then use the information on the story map anchor chart to model how to write clear and coherent sentences. Next, we will participate in the Speaking and Listening activity. (See below) | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Writing**  **Standards:**  W.2.8. - Recall information from experiences or gather information from provided sources to answer a question  **I Can Statement(s):**  I can gather information from other sources to answer a question(s).  **Instructional Plan:**  Independent Practice (You Do):  Students will be given a short selection that is differentiated for their independent level. They will read the short selections and complete the story map using complete sentences. As they finish, students will meet with me and orally retell the story using the story map elements. A grade will be given for the oral retell and story map using a rubric. When students have completed the assessment they will be instructed to complete the closing activity. (See below) | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Word Study**  **Standards:**  L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content choosing flexibly from an array of strategies.  **I Can Statement(s):**  I can determine the meaning of unknown words and phrases (story map, characters, setting, plot, problem and solution) by using reference materials.  **Instructional Plan:**  Using the computer and projector, I will show students how to search online for definitions. I will show them a web site I found that teaches story elements. <http://www.learner.org/interactives/story/resolution.html> I will call on several students to give the definitions and examples of each element and I will write the definition and examples on the vocabulary cards. As we define the words I will put them on the story map for a visual. Finally, I will teach the students a song that we will practice periodically to help us remember the elements of a story map.  Song: Come on let’s Clap! Clap! Clap! About a Story Map! Map! Map! It has Story Elements! Elements! Elements! That Naming’s a Snap! Snap! Snap! Setting is the where! or when! Characters are the who! who! who! Plot is the action! action! action! Problems make you blue! blue! blue! But there is hope! hope! hope! A Solution is near! near! near! It helps you solve! solve! solve! The problem you feared! feared! feared! So come on let’s Clap! Clap! Clap! about a Story Map! Map! Map! | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Speaking & Listening**  **Standards:**  SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s):**  I can tell a story with descriptive details.  **Instructional Plan:**  Guided Practice (You Do I Help):  After the shared reading portion of the lesson, students will refer to their story maps and retell story using clear and coherent sentences (in their own words). Students will use shoulder buddies to complete this activity. Next, we will participate in the Writing activity. (See above) | | | | |
| **Closing/Summarizing Strategy** | We will revisit our “I Can Statements” and students will tell how they are able to do what they say they can do in the “I Can Statements”. To summarize as a class, I will have students share with the same shoulder buddy they worked with earlier in the lesson. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will use the information from their story maps to write a story summary in their reading journals. | | Students will ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text independently with text at their independent level. I will meet with groups of students working at the same level to check comprehension. | | | Vocabulary cards with clues and Story Map Examples will be posted in the room for references. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher will use student’s individual story maps to check for comprehension. Information gathered from student’s work will guide further instruction. Students will be grouped by their level of understanding and extensions or interventions will be planned. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*